

# IOWA STATE UNIVERSITY

## Digital Repository

---

Creative Components

Iowa State University Capstones, Theses and  
Dissertations

---

Summer 2020

## Hingtgen YTH599 Creative Component Middle School Yoga Project

Mae Hingtgen

Follow this and additional works at: <https://lib.dr.iastate.edu/creativecomponents>



Part of the [Development Studies Commons](#)

---

### Recommended Citation

Hingtgen, Mae, "Hingtgen YTH599 Creative Component Middle School Yoga Project" (2020). *Creative Components*. 591.

<https://lib.dr.iastate.edu/creativecomponents/591>

This Creative Component is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Creative Components by an authorized administrator of Iowa State University Digital Repository. For more information, please contact [digirep@iastate.edu](mailto:digirep@iastate.edu).

Creative Component - Middle School Yoga Project

Mae Hingtgen

YTH599 – Research Project

Iowa State University

## **Introduction**

Adolescence is a time of changing bodies, shifting friendships, and fluctuating emotions. More and more youth today have a difficult time regulating their emotions in ways that allow them to stay focused in school and maintain stress-free friendships. Parents, teachers, and youth development professionals are increasingly tasked with helping youth develop and use coping strategies to help them manage the day-to-day challenges of adolescence. The practices of yoga and mindfulness extend beyond breath and physical movement to offer preventative and purposeful ways of being (Taylor, Gibson & Conley, 2019). Research on the practices of yoga and other evidence-based mindfulness practices has shown that these practices help students develop stronger social-emotional skills, increase mind-body awareness, improve behavior, reduces stress, improve self-esteem and therefore, improve academic performance (Eggleston, 2015; Butzer, Ebert, Telles, & Sat Bir, 2015).

For this creative component, I completed an internship wherein I worked with Molly Schreiber, owner and founder of Challenge to Change Kids Yoga to adapt and plan for implementation of an already-successful elementary school yoga program to middle school. In order to implement the Yoga in the Schools project in local middle schools, we needed to have funding and adapt the elementary curriculum to one that is developmentally appropriate for middle school students. I have written several grants over the past three years for our school yoga project, so for the middle school implementation, I successfully wrote a grant to the local United Way. This grant will allow certified children's yoga teachers to deliver yoga and mindfulness lessons in all three middle schools in the Dubuque Community School District once per month for the 2020-2021 school year. To prepare for the curriculum adaptation as well as program implementation in the middle school setting, I completed a literature review that

explores the benefits of yoga, particularly for adolescents, as well as the benefits of school-based yoga programs for the middle school population. This paper will provide a detailed description of a yoga and mindfulness curriculum designed to be delivered to middle school students in the school setting which will teach youth effective self-regulation and stress-reduction techniques that they will be able to utilize in school and for the rest of their lives. In addition, information about the successful United Way grant will be provided.

### **Literature Review and Background**

#### **Benefits of Yoga and Mindfulness**

Yoga and mindfulness are practices that have recently garnered more attention in adult as well as youth spheres. In a meta-analysis of yoga literature, Hagen and Nayar (2014) argue that practicing yoga postures, breathwork, hand poses (mudras), and meditation are more effective long-term solutions to children's physical and mental well-being than the current over-reliance on pharmaceutical treatments. This meta-analysis of yoga literature suggests that yoga promotes downward regulation of the sympathetic nervous system which leads to relaxation and stress reduction. A reduction in the sympathetic nervous system or the "fight or flight" mode increases the ability to focus and learn (Hagen & Nayar, 2014). Yoga has been found to mitigate negative emotions and behaviors among adolescent youth. Results from a study conducted with children who have autism spectrum disorder (ASD) by Koenig, Buckley-Reen, and Garg (2012) indicated that daily yoga lessons for 16 weeks with the structured Get Ready to Learn yoga program provided positive results to children with ASD and remediation of maladaptive behaviors such as irritability, hyperactivity, social withdrawal, and non-compliance.

Students today have an increasingly difficult time managing the demands of school, social and home life. Besides over-exposure to stress through mainstream media, children today

face additional stress through social media and exposure to trauma in their own homes (Dariotis et al., 2016). Students experience increasing pressure for academic achievement, but they are also exposed to stressors such as the risk of school shootings, drugs, sexual abuse, and economic instability (Taylor et al., 2019). These risk factors have left today's children with fewer self-regulation skills than their historical peers. Classroom yoga and mindfulness have proven to be effective methods in enhancing students' academic, behavioral, emotional, and physical skills. A recent study supported by the Robert Wood Johnson Foundation and conducted by The Child and Adolescent Health Measurement Initiative found that nearly 40% of children in the United States have experienced some sort of trauma or Adverse Childhood Experience (ACE). Encouragingly, children ages six to 17 who had two or more ACEs but learned to stay calm and in control when faced with challenges are over three times more likely to be engaged in school compared to peers who have not learned these skills (Robert Wood Johnson Foundation, 2017). Furthermore, yoga and mindfulness have shown to be effective for stress management purposes in student populations who have not experienced trauma (Ortiz & Sabinga, 2017).

In addition to alleviating the effects of negative behaviors, yoga and mindfulness have increased the development of pro-social and self-regulatory behaviors. Dariotis et al. (2016) focused on student perceptions of stress and how mindful yoga interventions help youth during stressful events. After completing a 16-week yoga and mindfulness program, 22 Baltimore fifth and sixth graders participated in focus groups to ascertain the youths' perceptions of stress and strategies for stress reduction. The results indicated that these young adolescents conceptualize stress in a similar way to a negative emotional state, and the source of their stress is typically due to interpersonal relationships with family, friends and teachers. Students were also able to retroactively identify the pro-social and self-regulatory behaviors they were able to apply to

stressful situations such as disengaging from conflict, resetting emotional regulation, and using breathing techniques to control anger and frustration. A study by Conboy, Noggle, Frey, Kudesia, and Khalsa (2013) sought to validate the effects of yoga in improving psychological and stress-related symptoms in a school yoga program. Self-reported benefits of the program included improved athletic and academic performance, and less response to stressful situations. Students also expressed a substantial amount of support for breathing practices and identification of enhanced body awareness.

### **Impact on the School Environment**

The school environment is an ideal location to provide yoga and mindfulness instruction to youth. It is a place in which they are used to learning, they can be supported by interested and caring adults, and they will be able to immediately utilize the skills they learn in school and when they go home. A growing body of research suggests that systemically incorporating yoga and mindfulness into schools offers opportunities to improve teaching and learning quality, foster resilience in students, and transform the school's culture and climate (Taylor et al., 2019). Valentini, Folleto, and Pereira (2016) found that after implementing a 12-week yoga program in a Brazilian elementary school, children expressed an interest in continuing a yoga practice because of how it made them feel. The students also reported carrying out the practices at home, which shows a positive effect of implementing physically and mentally pro-social and healthy behaviors out of school. Parents and teachers reported that the children were calmer after participating in the yoga program. Although the study could not corroborate previous studies that showed yoga increased self-regulation and self-perception, it did demonstrate positive effects of self-observation, self-knowledge and more positive social interactions. This study also confirmed previous research that yoga participation had a positive effect on children's overall well-being.

(Valentini et al., 2016). Furthermore, after participating in a yoga program, other student feedback included the request to incorporate yoga practices such as breathing and relaxation into the whole school day (Eggleston, 2015). Mendelson et al. (2013) also found that there is value in including yoga and mindfulness throughout the school day in order to promote academic achievement and student behavior. Hyde (2012) also argued that yoga can be used for multi-cultural education, to ameliorate the effects of poverty by reducing the stress associated with poverty, and teaching social justice. Like other studies, Steiner, Sidhu, Pop, Frenette, and Perrin (2012) found it was more difficult to pull the students out of their classroom on a regular schedule to participate in the yoga project. These findings suggest it would be more beneficial to take the yoga lessons to the children in their classrooms and empower teachers to provide supplemental yoga and mindfulness techniques because teachers know students best.

Dariotis et al. (2016) demonstrated that measuring teacher response is just as important to program implementation as measuring student perception. In order to secure teacher buy-in for classroom yoga projects, communication is key (Dariotis, et al., 2016; Mendelson et al., 2013), so communicating with teachers about the activities will be imperative as the program progresses. Eggleston (2015) found that breathing and movement through regular yoga practices helped students de-stress, and Mendelson et al. (2013) demonstrated that teacher participation in yoga and mindfulness activities helped them manage their stress, so this project's intention will aid both students and teachers in self-regulation which helps manage perceptions of stress.

### **Dubuque Implementation**

Challenge to Change and the Dubuque Community School District have partnered for the past three years to implement a Yoga in the Schools project in the district's elementary schools. With overwhelming support and demand, the project progressed from four schools in Year 1, to

seven schools in Year 2, and 12 schools in Year 3, the 2019-2020 year. One elementary school has also done an independent implementation of a yoga project. The elementary project has confirmed research that shows by applying these tools, students develop stronger social-emotional skills, improve their physical health, increase mind-body awareness, expand their self-esteem, improve behavior, and increase academic achievement.

During the past three years of the elementary program, the Dubuque Community School District and Challenge to Change have partnered with Dr. Abbey Dvorak, Associate Professor of Music Therapy at the University of Kansas to measure the effectiveness of the Yoga in the Schools Project. The purpose of this study was to measure (a) the effects of regular yoga and mindfulness practices in the classroom on student self-regulation and mindfulness, (b) the impact of socio-economic status (SES), grade level, and/or gender on student outcomes, and (c) the responses of students, teachers, and parents to implementation of the yoga and mindfulness program in their classrooms. Dr. Dvorak chose the Child and Adolescent Mindfulness Measure (CAMM) (Greco, Baer & Smith, 2011) and the Questionnaire on Self-Regulation (QSR) (Jakesova, Gavora, & Kalenda 2016), both reliable and valid tools to measure student response (A. Dvorak, personal communication, June, 2017). Each year the students have taken a pre-survey and a post-survey of both the CAMM and QSR with open ended questions included in the post-survey. Teachers and parents also participated in an open-ended post-survey.

In the first year of the study, 974 students, 64 teachers and 103 parents participated in the study. This study used a mixed method design with quantitative data from the two tools mentioned above and open-ended questions for the qualitative piece. Dr. Dvorak and her team are still analyzing the quantitative data from this study, but the qualitative data are promising. After coding their responses on the open-ended questions, students, teachers and parents



overwhelmingly enjoyed and supported the program. For instance, 87% of students reported that they felt positive during the practice, 73% felt a positive change within themselves, and 63% reported using the practices outside of school. Teachers also reported positive changes in their students with 89% observing positive responses in their students, and 96% reporting that the practices were beneficial to their classroom culture. Finally, parents also observed changes in their children with 83% reporting a positive response to the program from their child, 62% reporting a positive change in their child's home behaviors and 90% believed that the program is beneficial for schools and children (A. Dvorak, personal communication March, 2020). The manuscript for this study is in preparation and will be submitted to a peer-reviewed journal by the end of the year.

Now that all DCSD elementary students have been exposed to the concepts of yoga and mindfulness to increase their opportunities to be healthy, both physically and mentally, through yoga and mindfulness, it is imperative to continue the momentum into the district's middle schools. Mindful Minutes, Challenge to Change and DCSD are committed to providing opportunities for middle school age youth to continue building these essential life skills. In this middle school implementation of the Yoga in the Schools project, students will receive monthly, in-class yoga and mindfulness lessons taught by certified children's yoga teachers that will build upon the foundation developed in elementary school. This project will actively weave in lessons and themes from the Personal Empowerment curriculum created by Professor Liza Johnson, University of Dubuque, to embed social-emotional skill development along with the valuable skills learned from yoga and mindfulness. Because of the rapidly changing physical, mental, and social needs of adolescence, this middle school project will continue to set the students of DCSD up for long-term success as physically and emotionally healthy adults in our community.

## **Deliverables**

### **Grant**

In order for this project to proceed to middle school implementation, it was imperative that we secure funding to support the Challenge to Change teachers' time for the classroom lessons. With the elementary project, we have raised funds through local grants, private donations, and a fundraising event. During the 2020-2021 school year, it is anticipated that the school district will provide a substantial amount of funding for the elementary project, but we will need to raise funds for the middle school implementation. In 2018, we formed Mindful Minutes for Schools, which is a nonprofit 501(c)(3) that funds educational opportunities for children and their educators in the greater Dubuque area to build skills with a unique curriculum that guides young minds and bodies into practices of mindfulness, reflection and emotional health through the practices of yoga. The mission of Mindful Minutes for Schools is to leverage community resources which will foster opportunities for children to incorporate yoga and mindfulness in both school and daily life.

As the Board President of Mindful Minutes for Schools, I write most of the grants that the organization seeks, so I am continually scouting local and regional grants. The local United Way, the United Way of Dubuque Area Tri-States, offers a Community Impact grant every other year. Their funding is approved for a two-year cycle, and they offer grants aligned with their priority "pillars" of Health, Education and Income. The Middle School Yoga Project falls under the category of Health. On February 10, 2020 I submitted a grant request in the amount of \$15,000 to the United Way portal with the following goals:

GOAL 1 - During the 2020-2021 year, in partnership with Challenge to Change, DCSD will expand its implementation of yoga and mindfulness to all students in the district's three middle schools.

GOAL 2 - During the 2020-2021 year, through partnership with Challenge to Change, DCSD will educate and support middle school classroom teachers in regularly implementing yoga and mindfulness practices with their students.

GOAL 3 – During the 2020-2021 school year, Challenge to Change and Mindful Minutes will secure funding to expand the classroom yoga project to students in schools throughout northeast and central Iowa, northwest Illinois, and southwest Wisconsin.

Grant funds will primarily be used to pay Challenge to Change for certified yoga teachers to provide monthly yoga and mindfulness lessons in classrooms with students. The full grant application can be found in Appendix A. On April 30, 2020 I was notified that we were awarded the grant from the United Way in the amount of \$12,600 for the 2020-2021 year with probable renewal for the 2021-2022 year. There are also grants pending with the local Dubuque Racing Association and McDonough Family Foundation.

### **Curriculum Adaptation**

Challenge to Change's elementary curriculum was developed by Molly Schreiber with some consultation from myself. Molly is a certified elementary teacher with a Master's of Science in Elementary Education and spent nine years teaching elementary students. In 2018 Molly founded Challenge to Change Kids Yoga. Molly is a 500-hour Registered Yoga Teacher, a certified Children's Yoga Teacher, a Yoga Alliance Continuing Education Provider, and Challenge to Change is a certified Yoga Alliance Registered Yoga School. Molly spent a considerable amount of time to ensure that the elementary curriculum was developmentally

appropriate to the age group. It has been important to Molly and I that all students in the Dubuque Community School District have exposure to the elementary lessons before we moved onto middle school. We knew that the elementary program was building a foundation for students to understand the connection between movement and breathing to calming their bodies and minds. We believed that the middle school curriculum should not only build upon the yoga and mindfulness activities of the elementary program, but that we wanted the middle school students to learn more about the teachings of yoga such as patience, humility and resilience. This curriculum is included in Appendix B.

The adaptation of the middle school curriculum from the base of the elementary has become my responsibility because it has aligned so well with my work in the IDEA program. The knowledge I have gained through this program from valuable courses such as Youth Development, Youth in Cultural Contexts, Community Youth Development, Serving Youth from Small Towns to Big Cities, and Administration and Program Management has allowed me to go from an interested and engaged partner in this work to a more active contributor to the evolution of the Yoga in the Schools project. These courses have confirmed beliefs I have had my entire career regarding strengths-based approaches, and have given me the language and structure around the concept of Positive Youth Development. In addition, my work in this program has given me a deeper understanding of youth development such as the importance of family relationships, how and why friendships are so important to students in this age range, and how youth identity development is influenced by a myriad of factors, but at this age primarily by social group orientation. I am also a 200-hour Registered Yoga Teacher, and a certified Children's Yoga Teacher. Beyond the elementary and middle school curriculum, Molly and I developed a 200-hour Yoga Teacher Training that we provide through Challenge to Change. The

program was vetted and certified by the Yoga Alliance. In order to be certified we had to prove that our program met the requirements of number of hours of training for yoga philosophy, poses, sequencing, anatomy, and ethics. Yoga Alliance allows 20 hours of electives, and because we knew that we wanted 200-hour certified yoga teachers to teach in the middle schools, we chose to focus those 20 hours on adolescent development. To ensure that the Challenge to Change teachers who will teach the middle school lessons have the appropriate training and familiarity with the curriculum, we have developed an “add on” training to the current 200-Hour Yoga Teacher Training that will thoroughly cover the curriculum and allow yoga teachers the opportunity to practice a lesson. This training will take place on July 17, 2020 and will be open to any current trainee or 200-Hour certified teacher who is interested in teaching for the middle school project. I am the teacher of adolescent development during the Yoga Teacher Training, so I reviewed research and created the programming around adolescent physical, emotional/mental, social, spiritual and vocational development for the program’s curriculum. This prior research and experience have allowed me the knowledge to confidently develop this middle school curriculum.

The evolution of the middle school curriculum was also heavily influenced by the work of Dr. Liza Johnson and her Personal Empowerment curriculum. This social-emotional curriculum has recently been purchased by the Six Seconds Emotional Intelligence Network, a leading social-emotional non-profit in the United States, and will be published for public and educational purchase in the fall of 2020. Essential themes from the Personal Empowerment curriculum that are embedded into the Yoga in the Schools project center around Self-Awareness, Self-Management, Empathy for Others, and Relationship Management (L. Johnson, personal communication, December 19, 2019).

**Middle School Curriculum**

Students will receive monthly, 30-minute in-class yoga and mindfulness lessons taught by certified children's yoga teachers that will build upon the foundation developed in elementary school. Monthly lessons for students are patterned the same way, so that students are able to predict their practice, find comfort in the routine, and learn through repetition. Each lesson has the following basic structure: a seated practice, physical movement, Heart of the Lesson (social-emotional concept), yoga nap and close of practice, in which students are offered a 'Mindfulness Mission' or opportunity to practice the message outside of the lesson.

The middle school curriculum has been intentionally developed in order to scaffold up from the elementary curriculum. The elementary curriculum introduced students to the concepts of movement, breathwork, and using their smart mind to connect with their kind heart and calm body. Because of the rapid cognitive, social and emotional development of adolescents, the middle school curriculum is intended to expand on the messages of the elementary curriculum. Each lesson begins with a seated practice to help the students transition away from school work to a more mindful time. Throughout the year the seated practices incorporate mudras, or hand gestures that evoke a certain feeling, breathwork, and mantras which are three-word affirmation phrases. Following the seated practice, students are then led in a physical practice with traditional yoga Sun Salutations. The Sun Salutation is intended to warm up the body and allow the focus on breath connected to movement. Many yoga practitioners enjoy moving in this rhythmic sequence to music, so age appropriate songs will be played during the Sun Salutations.

Adolescence is a time of rapid physical growth that includes increased musculature strength, so the middle school curriculum includes more physically demanding postures such as one-legged balance and core strengthening poses. The lessons are designed so that the

complexity or challenge of the poses increases throughout the year to set students up for success, which will build self-esteem. Challenging physical postures are then paired with calming poses to develop the concept of internal balance between effort and rest.

The decision to embed social-emotional skill development into the middle school lessons was made because adolescence is a time when youth are becoming much more aware of their social relationships and look to their peers for self-acceptance (Lesham, 2016). Developing effective social-emotional skills allows youth to navigate this time when relationships are becoming more salient and valuable. Partnering with Dr. Liza Johnson was a natural decision because she is also engaged with the school district for social-emotional teaching and learning during staff professional development opportunities. With its four essential themes, the Personal Empowerment curriculum is so closely aligned with the concepts of yoga and PYD that the lessons of emotional regulation, positive self-talk, gratitude, stress tolerance, and emotional expression easily fit into the Heart of the Lesson in the middle school curriculum.

Today's students are often over-scheduled and over-extended in their activities, so time to relax and be still is an important component of the Yoga in the Schools curriculum. After the Heart of the Lesson, students are guided into stillness with the yoga nap. During this time, students are encouraged to lay on their backs with arms and legs extended. Eye pillows are offered for students who like to have their eyes covered to better tune out visual stimuli. The lights are turned down low and a guided mindfulness recording is played. These recordings are four to six minutes long, which is enough time for their bodies to settle and their minds to calm. The guided mindfulness recordings reinforce the concepts of affirmation, value, gratitude and personal strength, and growth.

To close each lesson, students are gently and quietly brought out of their yoga nap to a seated position. The yoga teacher uses a soft voice and encourages them to remain calm and still. Students are then led through an affirming mantra where they place their hands over their hearts and repeat a positive phrase to themselves three times. Journals are another component of the middle school curriculum that is an advancement from the elementary program. Adolescents are able to articulate their feelings in writing, so the journals are provided as a means for them to reflect on their practice and growth. To end the lesson quietly, students are given a Mindfulness Mission or suggestion for incorporating the lesson into their lives before the next lesson and then a journal prompt that relates to the Heart of the Lesson. These journal prompts allow opportunities for the students to reflect on the theme and how it applies in their lives. The journals will be kept at school and kept private unless a student requests that an adult read it.

An additional component of the Yoga in the Schools project engages and supports classroom teachers. Teachers will receive three in-service trainings each year in September, November and February during their weekly in-service time to inform them of the program and the parts of the practice, help them access provided resources, and to give them opportunities to engage in their own self-care. Classroom teachers will also be supported for daily implementation by Challenge to Change teacher modeling, print resources, and audio/video resources on Teachable.com.

### **Link to Positive Youth Development**

The practices of yoga and mindfulness themselves are strengths-based. Through the practices, acceptance, humility, understanding and concern for others are regularly taught. To this end, the link between the middle school Yoga in the Schools Project to Positive Youth Development is a seamless progression. In order to be true to the principles of yoga and



mindfulness, this program embodies the following Positive Youth Development principles, as laid out in Witt and Caldwell's 2018 book, considered an essential source of information about developing PYD programming for youth.

**Principle #1: Adopt a Positive Perspective to Promote Thriving**

The principle of Positive Youth Development (PYD) asserts that the vast majority of youth are able to navigate the period of adolescence and emerging adulthood smoothly with the assistance of natural supports such as parents, teachers, coaches and other caring adults (Witt & Caldwell, 2018). Adults who work with youth need to have this understanding and the assumption that youth are inherently good. The philosophy behind the Yoga in the Schools project is to help youth develop and proactively use self-regulation skills in order to fully engage in school and life. The assumption that all youth have the ability to not only learn these skills but actively engage in the programming is inherent in each lesson. The curriculum is not written to accommodate those who cannot or will not participate because indeed, it has been observed that even initially resistant students find themselves participating because the lessons are so engaging.

The yoga teachers who teach the middle school project will be fully certified 200 Hour Yoga Teachers. The 200 Hour certification is offered and monitored by the Yoga Alliance, the only national licensing body for yoga teachers. In order to reach certification, teachers are required to undergo 200 hours of training that encompasses the study of anatomy, yoga poses, yoga class development, and yoga philosophy. Through this training, the teachers learn about promoting strengths, teaching acceptance, and the belief that all people are valuable and worthy. This training allows teachers to teach and live the principles of yoga on and off their mats, and

will foster their positive perceptions of youth as they take their yoga into the middle school classrooms.

**Principle #2: Thriving Emerges from a Foundation of Strengths-Based Models**

This principle regarding a strengths-based practice is the most relevant to the Yoga in the Schools project. This program focuses on building healthy behaviors in order for youth to build self-awareness, self-management, empathy for others, and relationship management skills via the inclusion of the principles of Personal Empowerment (L. Johnson, personal communication, December 19, 2019). In developing the middle school curriculum, my work has focused on the assumption that all students can and will benefit from the empowering and validating lesson that are included. These lessons are not built in order to produce youth who are “problem free” but to help youth become “fully prepared” to face the challenges of adolescence and emerging adulthood by learning to control their emotions and thoughts through the practices of yoga and mindfulness.

This curriculum also aligns with the 5 America’s Promises as created and promoted by the America’s Promise Alliance (Witt & Caldwell, 2018). Youth who participate in the Yoga in the Schools project have the opportunity to connect with and be nurtured by caring adults with the Challenge to Change yoga teachers as well as their classroom teachers. They have a safe place to practice within their familiar classroom setting and the opportunity to share their new knowledge with family members in their own homes. They have the opportunity for healthy habit development with the physical aspects of the lessons. Likewise, their likelihood of engaging in an effective education is increased because the practices allow them greater focus on their schoolwork and they have the opportunity to give back to their community through the lessons that involve care and concern for others.

**Principle #3: Thriving Requires Knowledge, Skills, and Behaviors**

With a consideration for the need to scaffold skills and behaviors, the Yoga in the Schools project fulfills this principle because the characteristics of the program deliberately help students build skills they will use to thrive in adolescence and emerging adulthood. The elementary Yoga in the Schools project was intentionally implemented in every Dubuque Community School District elementary school before consideration was given to expansion to the middle schools. We wanted to ensure that all students have the basic knowledge of the skills, principles, and tools of yoga and mindfulness first. It is now our intention that the middle school curriculum will build upon the foundation of self-regulation and consideration of others established in the elementary schools to include more complex social-emotional concepts and lessons. The eight middle school lessons will help students develop a positive identity, self-efficacy, and habits that will help them be conscientious members of their school and broader community.

Witt and Caldwell (2018) emphasize that programs implementing Positive Youth Development provide opportunities that promote self-regulation and social-emotional competence, and these are the two foci of this project. Students will have opportunities for experiential learning with hands-on instruction by certified and engaging yoga teachers to explore both physical movement and stillness. Through active participation in the yoga and mindfulness lessons, students will have opportunities for personal, social, and identity development. The lessons are engaging yet not too demanding, so students will be set up for success, which fosters a greater sense of self-efficacy. These skills taught at this critical age of self and social awareness will foster positive social and relational skills that the students will take with them well into adulthood.

**Principle #7: One Size Does Not Fit All – But Sometimes It Does**

There is absolutely no doubt that within the middle school population, there are students with varying needs and various levels of lived experience. There are students who get their physical, emotional and intellectual needs met at home, while others face insecurities and abuses in that context. Schools and communities must address these issues and provide individualized supports, opportunities, programs, and services (SOPS) to mitigate the effects of these experiences. This principle of PYD is relevant to the Yoga in the Schools project because the yoga and mindfulness activities are intended to build a base for youth to rely on when they face stress, challenge and adversity. Students learn to use their breathwork, mantras, i.e. positive self-statements, and visualization exercises to help themselves calm down and to persevere in difficult situations.

The Dubuque Community School District employs the principles of a Multi-Tiered System of Support (Samuels, 2016) to provide both core and individualized instruction for students. The Yoga in the Schools project will contribute to the base or the Tier 1 social-emotional skill development which is appropriately taught to all students. In this way, yoga and mindfulness meet the threshold of “sometimes it does” because all students benefit from social-emotional skill development. Subsequently, teachers will be given resources that they may use with their whole classrooms or can be used individually with students needing Tier 2 or Tier 3 supports. An example of this would be a student who demonstrates a need for Tier 2 re-teaching to deal with his anger and frustration. The classroom teacher could individually remind the student of a breathing technique he learned in the yoga lesson, could practice that breathing technique with the student, and ask the student to gauge his level of self-regulation after the exercise.

**Principle #8: It's Not Magic: Youth Development by Design and Evaluation**

This final principle of PYD is applicable because the entire Yoga in the Schools curriculum is intentionally designed to meet the physical, emotional, cognitive and social developmental needs of youth ages 11-14. As stated above, for the Yoga Teacher Training, as well as this curriculum, I used my knowledge from courses in this program and additional research to align the lessons with typical adolescent development. This program is not designed to simply provide yoga to students who are interested. It is intentionally designed to not only meet the developmental needs of youth but also for the typical youth setting, a school classroom, to support the implementation of the practices.

The curriculum encompasses characteristics of environments that promote PYD with a physically and psychologically safe space, structure that is developmentally appropriate, supportive relationships with the caring adults, opportunities to be involved and feel valued, positive norms, and opportunities for skill building and mastery (Witt & Caldwell, 2018). Classroom furniture is moved as needed for the lessons, and the yoga teachers closely monitor students for safe distances from each other and from other classroom fixtures. The structure has been aligned with predictable adolescent development, and the yoga teachers have been trained on best practices for implementing yoga and mindfulness with adolescents. The addition of a specialized training opportunity for yoga and classroom teachers to become familiar with and practice the middle school curriculum ensures that the intentional design of the curriculum will be implemented with fidelity. In addition, the teachers model caring and accepting behavior and elicit the assistance of the classroom teacher if a student cannot or will not adhere to the norms that are set for the lessons. The lesson structure is scaffolded so that students have the opportunity to master the components of the lessons with repetition and support.

### **Limitations and Future Directions**

The COVID-19 pandemic of 2020 has the potential to significantly impact this project. Schools were forced to close in mid-March 2020 because of the pandemic and were not re-opened before the end of the school year. The Dubuque Community School District, like every district in Iowa, is now writing a Return to Learn plan as required by the Iowa Department of Education. The district is planning for three scenarios: full in-person learning, full online learning or a hybrid of each. If the pandemic forces schools to use online learning or the hybrid model at the beginning of the 2020-2021 year, we will have to adjust. Challenge to Change is already filming the middle school lessons in order to provide them via Zoom.

This program is also always limited by funding. Historically Challenge to Change has not asked the Dubuque Community School District for financial support. In the two years since the formation of Mindful Minutes for Schools, board members have worked tirelessly to write grants and seek private donations to fund this vital program. For the 2020-2021 year, we are now requesting district support for the elementary project, but have committed to raising funds for the initial implementation of the middle school project. The total cost of the project is \$62,000, so even after the United Way grant, there is still grant writing and fund raising to complete. There are two foundation grants that are currently pending. Herein lies another impact of the global pandemic. People are suffering from unusual financial instability and may be less likely to make donations to projects that are not directly related to public health and safety. One fundraising event that was scheduled for August has already been cancelled, and we are considering cancelling our annual fund-raising event, the YoGala, in the fall. Without sufficient funding, the program may have to be curtailed mid-way through the school year.

The future direction of this program will be replicated in other middle schools across Iowa. As of the summer of 2020, DCSD has made the commitment to pilot the middle school project, and three additional middle schools in other towns are planning to implement, as well. The 2020-2021 school year will be considered a pilot project, so lessons learned from the year's implementation will be used to make the program stronger, replicable, and sustainable for future years. Measuring the effectiveness of the program, much like the elementary research study, will also be important for sustainability.

The desired student outcome of the Yoga in the Schools project is to help students develop self-regulation skills which should positively impact the number of disciplinary office referrals related to self-regulation. In addition, outcomes related to teachers' sense of empowerment for implementing the principles of yoga and mindfulness independent of the monthly lessons led by certified yoga teachers is an important component of this project. A future evaluation could seek to measure the effectiveness of the Yoga in the Schools Project in achieving these intended outcomes:

- Demonstration that this project helps middle school students increase their self-regulation and social/emotional skills.
- Verification that the curriculum is developmentally appropriate for middle school students, ages 11-14.
- Demonstration that teachers feel empowered and inspired to independently embed yoga and mindfulness activities into their daily classroom lessons.
- Measuring the feasibility and fidelity of implementation the Yoga in the Schools program in the DCSD middle schools as well as potential future middle schools.

Ultimately, the Dubuque Community School District and Challenge to Change want to continue further development of this yoga and mindfulness project for high school students. Challenge to Change is in the beginning stages of developing “A Classroom in Balance” in which 90 yoga and mindfulness lessons will be offered that can be completed in five minutes. With the foundation built in elementary school and further developed in middle school, the district would like to provide on-going support for high school students to efficiently use the practices to maintain their focus and ability to calm themselves as they mature into young adults.

### **Conclusion**

For the past three years, Challenge to Change Kids Yoga has partnered with the Dubuque Community School District to provide yoga and mindfulness lessons to the district’s elementary students. Now that all elementary students have exposure to these practices to help them self-regulate, the natural evolution of this program is to extend the lessons to the district’s middle schools. National as well as local research supports classroom yoga and mindfulness implementation in order to help students to regulate their emotions, so they can be more engaged students and friends. By extending on the established elementary curriculum to add in lessons focused on self-awareness, self-management, empathy for others, and relationship management, this middle school program will scaffold up the skills adolescents need and have a positive impact on their relationships, and thus the school environment.



### References

- Butzer, B., Ebert, M., Telles, S., & Sat Bir, K. S. (2015). School-based yoga programs in the United States: A survey. *Advances*, 29(4), 18-26.
- Conboy, L. A., Noggle, J. J., Frey, J. L., Kudesia, R. S., & Khalsa, S. B. (2013). Qualitative evaluation of a high school yoga program: Feasibility and perceived benefits. *Explore*, 9, 171-180. doi:10.1016/j.explore.2013.02.001
- Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Gould, L. F., Greenberg, M. T., & Mendelson, T. (2016). A qualitative exploration of implementation factors in a school-based mindfulness and yoga program: Lessons learned from students and teachers. *Psychology in the Schools*, 54(1), 53-69. doi:10.1002/pits.21979
- Eggleston, B. (2015). The benefits of yoga for children in schools. *The International Journal of Health, Wellness, and Society*, 5(3), 1-7. doi:10.18848/2156-8960/cgp/v05i03/41125
- Greco, L. A., Baer, R. A., & Smith, G. T. (2011). Supplemental material for assessing mindfulness in children and adolescents: Development and validation of the child and adolescent mindfulness measure(CAMM). *Psychological Assessment*, 23(3), 606-614. doi:10.1037/a0022819.supp
- Hagen, I., & Nayar, U. S. (2014). Yoga for children and young people's mental health and well-being: Research review and reflections on the mental health potentials of yoga. *Frontiers in Psychiatry*, 5, 1-6. doi:10.3389/fpsyt.2014.00035
- Hyde, A. (2012). The yoga in schools movement: Using standards for educating the whole child and making space for teacher self-care. *Counterpoints*, 425, 109-126.

- Jakesova, J., Gavora, P., Kalenda, J. (2016). Self- regulation of behavior: Students versus other adults. *International Journal of Educational Psychology*, 5(1), 56-79. doi: 10.17583/ijep.2016.1661
- Koenig, K. P., Buckley-Reen, A., & Garg, S. (2012). Efficacy of the Get Ready to Learn yoga program among children with autism spectrum disorders: A pretest-posttest control group design. *American Journal of Occupational Therapy*, 66, 538-546. doi:10.5014/ajot.2012.004390
- Leshem, R. (2016). Brain Development, Impulsivity, Risky Decision Making, and Cognitive Control: Integrating Cognitive and Socioemotional Processes During Adolescence—An Introduction to the Special Issue. *Developmental Neuropsychology*, 41(1-2), 1-5. doi:10.1080/87565641.2016.1187033
- Mendelson, T., Dariotis, J. K., Gould, L. F., Smith, A. S., Smith, A. A., Gonzalez, A. A., & Greenberg, M. T. (2013). Implementing mindfulness and yoga in urban schools: A community-academic partnership. *Journal of Children's Services*, 8, 276-291. doi:10.1108/jcs-07-2013-0024
- Ortiz, R., & Sibinga, E. (2017). The role of mindfulness in reducing the adverse effects of childhood stress and trauma. *Children*, 4(3), 1–19. doi: 10.3390/children4030016
- Robert Wood Johnson Foundation. (2017). Traumatic experiences widespread among U.S. youth: New data show. Retrieved from: <https://www.rwjf.org/en/library/articles-and-news/2017/10/traumatic-experiences-widespread-among-u-s--youth--new-data-show.html>
- Samuels, C. A. (2016). What Are Multitiered Systems of Supports? *Education Week*, 36 (15), 8–9.

- Steiner, N. J., Sidhu, T. K., Pop, P. G., Frenette, E. C., & Perrin, E. C. (2012). Yoga in an urban school for children with emotional and behavioral disorders: A feasibility study. *Journal of Child and Family Studies*, 22(6), 815-826. doi:10.1007/s10826-012-9636-7
- Taylor, J. V., Gibson, D. M., & Conley, A. H. (2019). Integrating yoga into a comprehensive school counseling program: A qualitative approach. *Professional School Counseling*, 22(1), 1–13. doi: 10.1177/2156759x19857921
- Valentini, N., Folleto, J., & Pereira, K. (2016). The effects of yoga practice in school physical education on children's motor abilities and social behavior. *International Journal of Yoga*, 9(2), 156-164. doi:10.4103/0973-6131.183717
- Witt, P. A., & Caldwell, L. L. (2018). *Youth development: principles and practices in out-of-school time settings*. Urbana: Sagamore Publishing.

## Appendix A

**Community Impact****2020-2022 - Application****Application Status:** Completed / Ready to Submit**MINDFUL MINUTES FOR SCHOOLS****Cover Sheet****Agency Information**

<b>Primary Agency Name</b>	MINDFUL MINUTES FOR SCHOOLS
<b>Executive Director or CEO/President Name</b>	Molly Schreiber
<b>Application Contact Person</b>	Molly Schreiber, phone: (563) 542-1168, email: mollymschreiber@gmail.com
<b>Address</b>	416 RAYMOND PL, DUBUQUE, IA, 52001-6600, U.S.A.
<b>Telephone</b>	(563) 542-1168
<b>Website</b>	<a href="http://www.mindfulminutesforschools.org">www.mindfulminutesforschools.org</a>
<b>Facebook</b>	<a href="https://www.facebook.com/mindfulminutesforschools/">https://www.facebook.com/mindfulminutesforschools/</a>
<b>Instagram</b>	
<b>Twitter</b>	
<b>Tax ID/Employer Identification Number</b>	824614783

**Mission****Briefly summarize your agency's mission and overall community impact.**

The mission of Mindful Minutes for Schools is to leverage community resources which will foster opportunities for children to incorporate yoga and mindfulness in both school and daily life.

**Program Request Priority**

**1st Funding Priority** Yoga in the Schools - Middle Schools  
**- Program Name:**

**- Request Amount:** 15,000.00

**2nd Funding Priority**  
**- Program Name:**

**- Request Amount:**

**3rd Funding Priority**  
**- Program Name:**

- Request Amount:

**4th Funding Priority**

- Program Name:

- Request Amount:

Grand Total Agency      15,000.00  
Funding Request for  
2020-2021

**All Funded Partners agree to run a workplace campaign, which should include capturing participation, setting a goal, and running a campaign. How did your organization run their workplace campaign? What will you plan to do differently in the future?**

Mindful Minutes for Schools has not previously been involved with Untied Way, but will engage in a work place campaign upon grant award.

**Did your organization submit financial information by the deadline each month?**      N/A if New Applicant

**Were any deadlines missed?**      No

**If yes, please explain.**

**MINDFUL MINUTES FOR SCHOOLS****Counterterrorism Compliance****COUNTERTERRORISM COMPLIANCE**

**Organization Name:** MINDFUL MINUTES FOR SCHOOLS

**This Organization is not on any federal terrorism "watch lists," including the list in Executive Order 13224, the master list of specially designated nationals and blocked persons maintained by the Treasury Department, and the list of Foreign Terrorist Organizations maintained by the State Department.**

Comply

**This Organization does not, will not and has not knowingly provided or collected funds or provided material support or resources with the intention that such funds or material support or resources be used to carry out acts of terrorism.**

Comply

**This Organization does not, will not and has not knowingly provided financial, technical, in-kind or other material support or resources\* to any individual or entity that is a terrorist or terrorist organization, or that supports or funds terrorism.**

Comply

**This Organization does not, will not and has not knowingly provided financial or material support or resources to any entity that has knowingly concealed the source of funds used to carry out terrorism or to support Foreign Terrorist Organizations.**

Comply

**This Organization does not regrant to organizations, individuals, programs and/or projects outside of the United States of America with out compliance with IRS guidelines.**

Comply

**This Organization takes reasonable, affirmative steps to ensure that any funds or resources distributed or processed do not fund terrorism or terrorist organizations.**

Comply

**This Organization takes reasonable steps to certify against fraud with respect to the provision of financial, technical, in-kind or other material support or resources to terrorists and terrorist organizations.**

Comply

**I certify on behalf of the** Yes  
**Organization listed above**  
**that the foregoing is true.**

**MINDFUL MINUTES FOR SCHOOLS - Yoga in the Schools - Middle School Project****Program Information**

<b>Program Name</b>	Yoga in the Schools - Middle School Project
<b>Program Director</b>	Molly Schreiber, phone: (563) 542-1168, email: mollymschreiber@gmail.com
<b>Program Address</b>	416 RAYMOND PL, DUBUQUE, Iowa , 52001-6600, U.S.A.
<b>Amount of funding requested for this program.</b>	15,000.00
<b>Primary United Way Focus Area</b>	Health

**Provide a description of the program.**

Mindful Minutes for Schools is pleased to submit this application on behalf of Challenge to Change and the Dubuque Community School District (DCSD) for an innovative project that serves to support health and well-being of middle school students. The Dubuque Community School District's vision statement prioritizes students becoming citizens of character. This objective reaches beyond academic achievement to demonstrate the importance of mastering social-emotional skills for long term career and personal success. Mindful Minutes for Schools has partnered with Challenge to Change and the Dubuque Community School District for the past three years to implement a Yoga in the Schools project in the district's elementary schools. With overwhelming support and demand, the project has progressed from four schools in Year 1, to seven schools in Year 2, and twelve schools in Year 3, the 2019-2020 year. One elementary school has also done an independent implementation of a yoga project. Now that all DCSD elementary students have been exposed to the concepts of yoga and mindfulness to increase their opportunities to be healthy, both physically and mentally, through yoga and mindfulness, it is imperative to continue the momentum into the district's middle schools. Mindful Minutes, Challenge to Change and DCSD are committed to providing opportunities for middle school age youth to continue building these essential life skills. In this middle school implementation of the Yoga in the Schools project, students will receive monthly, in-class yoga and mindfulness lessons taught by certified children's yoga teachers that will build upon the foundation developed in elementary school. This project will actively weave in lessons and activities from the Personal Empowerment curriculum created by Professor Liza Johnson, University of Dubuque, to embed social-emotional skill development along with the valuable skills learned from yoga and mindfulness. Teachers will also receive three in-service trainings each year to inform them of the program, help them access provided resources, and to give them opportunities to engage in their own self-care. Classroom teachers are also supported for daily implementation by Challenge to Change teacher modeling, print resources, and audio/video resources on Teachable.com

The elementary project has confirmed research that shows by applying these tools, students develop stronger social-emotional skills, improve their physical health, increase mind-body awareness, expand their self-esteem, improve behavior, and increase academic achievement. Because of the rapidly changing physical, mental, and social needs of adolescence, this middle school project will continue to set the students of DCSD up for long-term success as physically and emotionally healthy adults in our community.

**For potential marketing purposes, please provide one sentence description for public communication.**

Mindful Minutes for Schools, in partnership with Challenge to Change Kids Yoga and the Dubuque Community School District are committed to providing opportunities to foster physical and emotional health for middle school students through the practices of yoga and mindfulness.

**Please describe program goals.**

GOAL 1 - During the 2020-2021 year, in partnership with Challenge to Change, DCSD will expand its implementation of yoga and mindfulness to all students in the district's three middle schools.

GOAL 2 - During the 2020-2021 year, through partnership with Challenge to Change, DCSD will educate and support middle school classroom teachers in regularly implementing yoga and mindfulness practices with their students.

GOAL 3 - During the 2020-2021 school year, Challenge to Change and Mindful Minutes will secure funding to expand the classroom yoga project to students in schools throughout northeast and central Iowa, northwest Illinois, and southwest Wisconsin.

GOAL 3 - By the end of the 2020-2021 school year, Mindful Minutes for Schools, Holy Family Catholic Schools, DCSD, and Challenge to Change will secure funding for on-going implementation of the local elementary and middle school classroom yoga projects.

**Population Served**

**Describe the population served by your program and your organization's experience serving this population.**

The Yoga in the Schools – Middle School Project will serve students enrolled in the Dubuque Community School district's three middle schools. This includes all students at Eleanor Roosevelt, George Washington, and Thomas Jefferson middle schools.

All teachers from Challenge to Change who work with the middle school students will have received their 200-hour Yoga Teacher Training, which will include 20 hours of committed study to adolescent physical, social, emotional and cognitive development. Challenge to Change has offered Advanced Kids Yoga and Teen Yoga in the studio on Hillcrest Road for over four years to this population group and has developed lessons that are developmentally and physically appropriate for adolescents. In addition, middle school specific curriculum is being written for this project by a master's level youth specialist, a secondary language arts teacher, and a college professor who is completing her doctoral thesis on social-emotional skill development.

**How did you determine or assess the need for this program?**

Students today have an increasingly difficult time managing the demands of school, social, and home life. Besides over-exposure to stress through mainstream media, children today face additional stress through social media and exposure to trauma in their own homes. These risk factors have left today's children with fewer self-regulation skills than their historical peers. The classroom yoga project provides an environment for students to regulate emotions and improve the ability to focus on schoolwork. Students learn self-regulation skills by connecting mind and body with breath in order to understand how regulating the breath can slow the heart rate and relax the body in order to manage stress. This self-regulation leads to better social-emotional skills and better resilience. Physical benefits of regular yoga practices have demonstrated increased strength, flexibility and balance for all students.

**Please describe the unique/innovative approach the program utilizes in addressing the identified need and how it is not duplicating other services available in the region. If this program is complementary to services offered by other agencies, please describe that here as well.**



With a commitment to enhancing students' academic and social/emotional competencies, this project is the epitome of a pioneering approach. There is no other provider of comprehensive children's yoga and mindfulness practices in the Dubuque community or throughout the Midwest. Challenge to Change is leading the children's yoga movement through its innovative approach to whole-school engagement.

Students who cannot cope with stress and maintain calm, cannot learn. Their grades suffer and behavioral problems arise that affect those around them. If these issues are not addressed in childhood, they will carry over into adulthood, causing a strain on society. Classroom yoga for student self-regulation can be part of the solution to putting students on the path to academic and lifetime success.

Classroom yoga is currently being implemented in twelve of the Dubuque Community School District's elementary schools, with one school implementing an independent yoga project and three of four Holy Family elementary schools. With a growing awareness and demand to help students develop self-regulation and coping skills, it is now imperative that this project move onto the middle schools. Mindful Minutes for Schools, Challenge to Change and the Dubuque Community School District are engaging in a research study to measure the impact of this innovative project. In a very short amount of time, teachers have seen extraordinary results. The impact of this project can best be summed up in the following anecdote recorded by Molly Schreiber, owner of Challenge To Change, Inc. During a staff in-service regarding the online resources, Ed Glaser, Audubon elementary principal, made this statement in front of over forty staff members. "I have been at this school for 25 years, and I have to say that this project is the best thing we have ever implemented in our school." When Mr. Glaser made this statement, the staff nodded and clapped in agreement.

The study which is a collaboration between DCSD and the University of Kansas to measure the effects of yoga and mindfulness on children's ability to self-regulate their emotions has shown:

- 1188 students had a positive reaction to the yoga project and 136 had a negative response
- The top four responses from children indicated that they felt happy, good, calm and relaxed after the yoga lesson
- 63% of students indicated that they continued to practice yoga outside of school
- Teachers indicated that they implemented yoga activities in their classroom for an average of 31 minutes/week. Activities they used included: yoga movements, mindfulness activities, mudras (finger yoga), breathing exercises, and mantras (positive I Am statements)
- The top positive results that teachers mentioned were: creating calm and relaxation, student self-initiating self-regulation, and better focus/attention
- 63% of parents also indicated a positive change in their child at home after their child learned yoga and mindfulness techniques
- The top three parental positive observations included: their child was calmer and more relaxed, used yoga and mindfulness at home, and used the skills to deal with frustration/upset/stress.

The Dubuque yoga community is a vibrant mix of ages, genders, ethnicities and types of practices. This community fully supports the integration of children's yoga, which is evidenced by a children's yoga track at the annual Dubuque Yoga and Mindfulness Festival. The Dubuque Community School District has pledged ongoing support of the elementary yoga project as well as for implementation of the middle school project. It is the district and Mindful Minutes for Schools' intent that the Dubuque community will one day realize a full K-12 implementation of yoga and mindfulness in the schools.

**What is the projected number of total unduplicated individuals to be served in this program for the June 1, 2020 - May 31, 2022 funding cycle?**

2,675

**Program Design**

**How does this program collaborate with other community organizations? Please list and describe your top 3 collaborations/partnerships.**

Collaboration is absolutely crucial to this program's implementation. Mindful Minutes for Schools collaborates with Challenge to Change and the Dubuque Community School District currently for implementation of a yoga and mindfulness program in the district's elementary schools. Because of the success and need of that program, all three are committed to continued partnership to bring this vital program to middle school students. In addition, middle school is a time when relationships are navigated and social skills are developed. Because of the importance of helping students develop sound social-emotional skills, the three lead agencies have chosen to partner with college professor Liza Johnson, developer of the Personal Empowerment social skills program from the University of Dubuque. Ms. Johnson is also collaborating with national organizations on social-emotional skill development, which will serve to strengthen these local collaborations, as well.

**MINDFUL MINUTES FOR SCHOOLS - Yoga in the Schools - Middle School Project****Program Budget****Projected Program Revenue Sources**

	<b>Amount</b>	<b>% of Total Revenue</b>
United Way Request	15,000.00	28.64
Governmental Grants		0.00
Foundation Grants	10,000.00	19.09
Contracts		0.00
Donation/Member Contributions	27,375.00	52.27
Other Income	0.00	0.00
<b>Total</b>	<b>52,375.00</b>	<b>100.00</b>

**Expenses**

	<b>Annual Program Budget</b>	<b>United Way Requested Funds</b>	<b>Other Funding Sources</b>
Salaries	42,550.00	12,960.00	29,590.00
Staff Benefits/Payroll Taxes	0.00	0.00	0.00
Other Expenses	9,825.00	2,040.00	7,785.00
<b>Total</b>	<b>52,375.00</b>	<b>15,000.00</b>	<b>37,375.00</b>

	<b>Annual Program Budget</b>
Surplus or (Deficit)	0.00

**MINDFUL MINUTES FOR SCHOOLS - Yoga in the Schools - Middle School Project****Budget Narrative**

**Include detailed narrative for each budgeted line item expense.**

**Salaries**

Nearly 100% of program expenses are teacher salaries. Each school will receive one 30 minute yoga and mindfulness lesson in each classroom every month in the months of September to April. The costs of staff time for each building are:

Eleanor Roosevelt - 45 sections X \$50/visit X 8 visits = \$18,000

George Washington - 30 sections X \$50/visit X 8 visits = \$12,000

Thomas Jefferson - 28 sections X \$50/visit X 8 visits = \$11,200

Teacher inservices will be an in-kind contribution of \$1,350.

**Staff Benefits/Payroll Taxes**

All yoga teachers through Challenge to Change are independent contractors, so there are no salary benefits associated with this project.

**Other Expenses**

Each student will have the opportunity to journal after the yoga and mindfulness lessons regarding the skills they have practiced and developed. Journals will be printed for each student at the cost of \$3.00/journal.

With 2,375 students enrolled in the three middle schools, the cost will be \$7,125 for the journals. All teachers will receive a subscription to Teachable.com as an in-kind contribution for a total of \$2,700.

**Surplus / Deficit**

**Please explain any Surplus / Deficit on the program budget.**

There is no surplus or deficit factored into this budget.

**MINDFUL MINUTES FOR SCHOOLS - Yoga in the Schools - Middle School Project****Outcome Success Story****Outcome Success Story**

**Agency Contact for Success Story:** Molly Schreiber

**Phone Number for Success Story:** (563) 542-1168

**Geographic community represented by the success story:** Dubuque

**Restate the outcome the story links to:**

Students at risk are stabilized.

**Success Story:**

Recently a Challenge to Change teacher was leading a group of students through a gratitude exercise. One boy, who has to wear noise canceling headphones because of social and sensory issues said "this is the first time I actually felt normal, like I have friends" after the activity.

**Permission to Use Publicly**

**United Way is granted permission to use the information provided on this form publicly.** Yes

**MINDFUL MINUTES FOR SCHOOLS - Yoga in the Schools - Middle School Project****Measurable Outcomes and Evaluation****Goal:**

Access to physical and mental health care and live a healthy lifestyle to support their mental and behavioral health.

**Input****Input:**

Yoga and mindfulness lessons will be offered to all middle school students once a month throughout the 2020-2021 school year.

**Input:**

Mindful Minutes for Schools will partner with Challenge to Change and the Dubuque Community School District to implement yoga and mindfulness lessons that incorporate physical and social-emotional health in the district's three middle schools.

**Output****Standard Output:**

Access to physical and mental health care and live a healthy lifestyle to support their mental and behavioral health.

**Outputs**

		Projected	Mid-Year Total (June 1 - Nov 30)	Year-End Total (June 1 - May 31)
# of people who develop healthy behaviors and lifestyles	Actual	2,375		
	Outputs			
# of people who develop coping mechanisms	Actual	2,375		
	Outputs			

**Community Outcome**

Community Outcome: Participants have achieved/learned coping skills

**Indicators**

		Projected	Mid-Year Total (June 1 - Nov 30)	Year-End Total (June 1 - May 31)
#/% of participants in these program services, that are better able to cope when things go wrong	# Served	2,375		
	#	2,375		
	Surveyed			
	# Achieving	2,000		
	%	84.21	0	0

## Achieving

**Community Outcome: At risk participants stabilized**

Indicators		Projected	Mid-Year Total (June 1 - Nov 30)	Year-End Total (June 1 - May 31)
#/% If I had not participated in these program services, I would have been at risk of not being able to function at work or school	# Served	2,375		
	# Surveyed	2,375		
	# Achieving	2,000		
	% Achieving	84.21	0	0

**Program Outcome****Program Outcome:**

Classroom teachers in the district's three middle schools feel confident and comfortable incorporating yoga and mindfulness activities in their daily instruction.

Outputs		Projected	Mid-Year Total (June 1 - Nov 30)	Year-End Total (June 1 - May 31)
Print and media resources provided to classroom teachers. Monthly modeling by Challenge to Change yoga teachers.	Actual	9		
	Outputs			

Indicators		Projected	Mid-Year Total (June 1 - Nov 30)	Year-End Total (June 1 - May 31)
Number of teachers who report embedding yoga and mindfulness activities into their daily instruction.	# Served	300		
	# Surveyed	300		
	# Achieving	275		
	% Achieving	91.67	0	0

## Appendix B

**Middle School Yoga and Mindfulness Curriculum****Introduction**

Definition of mindfulness

Goal of the program

- To implement mindfulness and yoga practices into the classroom as brain breaks and self-regulation strategies for students to enhance social emotional competencies.

Provide description of lesson structure, with examples.

- Seated practice
- Movement
- Heart of the Lesson
- Yoga Nap
- Close of practice with Mindfulness Mission

Include Tips for Talking to Principals.



## Lesson 1 – Self Talk

### Seated Practice

Introduction of the practice and structure

Did you know that yoga is so much more than physical poses? It is also about how you think and feel. How many thoughts do you think you have per day? Take a few answers. On average, you have about 50,000 thoughts per day, 90% of thoughts are habitual meaning they are the same thoughts you had yesterday and the day before that and the day before that. What is even more shocking is that 80% of those thoughts are negative. This is human default, meaning this can happen to all of us. You think this way, your best friend, your parents, even your lunch lady. It is important to know this because what do you think we think most about? - ourselves. Since we think most about ourselves and most of our thoughts are negative, do you think most of your thoughts about yourself are positive or negative? Give a thumbs up if you think it is positive, give a thumbs down if you think they are negative. Sadly, most of our self talk is negative. Yoga is so much more than just downward facing dog pose, it is looking at our minds and its impact on our lives. I want you to think about this, if someone else talked about you the way you think about yourself, would you want to be friends with them? We are going to work to help our minds focus on positive self-talk in the next 2 lessons. One way we do this is through the breath.

Breath Practice: Counting Breath: Inhale 1-2-3 Exhale 3-2-1 repeat 5x

### Movement

Sun Salutation with Here Comes the Sun. Review Sun Salutation poses.

### Heart of Lesson

Introduce Journaling

Pass out journals, tell them that these are their journals to keep in their classroom. We will use our journals each lesson to help you remember all of the awesome things you learn in your monthly lessons and use for something you might want to get out of your brain, but not say out loud.

Please write your name in the bottom right corner of page one.

**Inner Best Friend vs Inner Critic:** Your inner best friend is just like your real best friend, they are the voice that tells you even though you made a mistake and forgot your homework, you are still smart and capable. Your inner critic is the voice that criticizes what you do and tells you that you are not good enough. We all have an inner critic and inner best friend and you get to decide who gets the microphone in your mind. This is your reflection time. Turn to your journal, write in what your inner best friend says to you and what your inner critic says to you.

What are some of your negative self talk? How can you change those statements into more positive self talk? What is something positive you can practice saying to yourself either in your mind or out loud?

**Yoga Nap**

Progressive muscle relaxation

**Close of Practice**

I am Kind (with hand over heart)

*Journal Prompts – visual*

## Lesson 2 – Positive Affirmation

### Seated Practice

Teach Mantra Breath

Create connection back to last time with self-talk & counting breaths as mantra breath is taking it one step further.

Inhale “I am Kind” Exhale “I am Kind”

Inhale “I am Smart” Exhale Inhale “I am Smart”

Inhale “I am Strong” Exhale “I am Strong”

Inhale “I am Brave” Exhale “I am Brave”

choose your own -

### Movement

Sun Salutation with “*Make My Own Sunshine*” by Alyssa Bonagura, “*I Lived*” by One Republic, “*Keep Your Head Up*” by Andy Grammar, “*Broken & Beautiful*” by Kelly Clarkson or “*Here Comes the Sun*” by The Beatles

### Heart of Lesson

Salutations with positive affirmations.

Teach through once with you saying it and then repeated in their mind, Teach through once with them thinking it, Teach through once students saying it out loud twice.

Mountain Pose “*I am Balanced*”

• Plank Pose “*I am Strong*”

• Upward Facing Dog “*I am Kind*”

• Downward Facing Dog “*I am Playful*” • Forward Fold: “*I am Calm*”

**JOURNAL:** Ask students to open their journal and write five of their own positive affirmations.

### Yoga Nap

Mantra Meditation

### Close of Practice

Mantra with hand over heart

Ask students to come up with their own affirmation that resonates with them. Go around in a circle allowing students to say their positive affirmation and ding the singing bowl.

Close all together: I am Brave

### Mindfulness Mission

Ask someone at home to say a positive affirmation today about themselves.

### Journal Prompts – visual

- When was the last time I told myself I am worthy, capable, strong, or something else positive? How did it feel?
- What is it like for me when I’m around people who are positive thinking? + What beliefs about myself do you hold? Are they empowering and
- We can choose what happens to us, but we can choose how we respond. What is one situation that I’d like to respond differently to this week?

### Lesson 3 – Self Esteem

#### Seated Practice

Mudras – Contemplation, You are a Gift, Shine Your Light

#### Movement

Sun Salutation to “*Make My Own Sunshine*” by Alyssa Bonagura, “*I Lived*” by One Republic, “*Keep Your Head Up*” by Andy Grammar, “*Broken & Beautiful*” by Kelly Clarkson or “*Here Comes the Sun*” by The Beatles

#### Heart of Lesson

Positive Self Talk

Can anyone guess how many words there are to describe emotions in the English language? Over 3,000! 50% of these words are negative emotion words, 20% are positive emotion words, and 30% are neutral (example - fine, ok, curious, etc.) Today, we are going to identify things that we enjoy about ourselves using positive language.

Think of 3 things that are kind about yourself in the following poses: warrior one > warrior two > reverse warrior > warrior two > warrior one

**JOURNAL:** Ask students to respond to the following journal prompts:

- Things I like about myself...
- I am really good at...
- I am really happy when...
- Something unique about me is...

#### Yoga Nap

You are a Gift meditation

#### Close of Practice

I am Enough (with hand over heart)

#### Mindfulness Mission

Say something nice about yourself while looking in the mirror, and strike a power pose (example: stand up tall, point to yourself, arms high above your head, etc.)!

#### *Journal Prompts – visual*

- Was it easy or hard to think of positive things about myself today? Why do I think that is?
- When was a time I felt high self-esteem? What were thoughts I had about myself?
- When was a time I felt low self-esteem? What helped me to feel better?

## Lesson 4 – Growth Mindset

### Seated Practice

#### Anchor Breathing

Today we are going to practice anchor breathing because we are going to talk about growth mindset vs. fixed mindset. These topics usually come up when we are facing a challenge or something uncomfortable. Just like an anchor on a ship holds it still when it is rocking in stormy seas, your breath can help keep you anchored and grounded during hard times.

- Hands on lap
- Hands on belly
- Hands on heart
- One hand on heart, one on belly

### Movement

Sun Salutation to “*Make My Own Sunshine*” by Alyssa Bonagura, “*I Lived*” by One Republic, “*Keep Your Head Up*” by Andy Grammar, “*Broken & Beautiful*” by Kelly Clarkson or “*Here Comes the Sun*” by The Beatles

### Heart of Lesson

#### Growth Mindset

Does anyone know the difference between a growth mindset and a fixed mindset? (take a few answers) A fixed mindset says that if you are not good at something right now, you will never be good at it. A growth mindset believes in the power of “yet,” which means, I cannot do this math problem, yet. The power of yet means that just because I cannot do it right now, does not mean I will never be able to do it. A Growth Mindset allows us to know that we have the ability to learn new skills, even if we are not very good at it in the beginning. We might not become masters of all things “yet” but a growth mindset tells us that we have the ability to get better and develop our skills.

Review Warrior 1, Warrior 2, Reverse Warrior

Teach Sun Salutation incorporating Warrior 1, Warrior 2, Peaceful Warrior

#### Eagle Pose

- Introduce the power of YET
- Bring in the breath to keep them anchored when uncomfortable

**JOURNAL:** Students sort the following examples into Growth or Fixed Mindset in their journals. Please review afterwards with conversation about positive/negative self-talk.

- I can’t do this.
- Mistakes help me learn.
- This is too hard.
- I am always growing.
- This will help me do this.
- This is hard, and I can still try.

- I give up
- I failed; I'll try again

**Yoga Nap**

Growth Mindset meditation

**Close of Practice**

I am Strong (with hand over heart)

**Mindfulness Mission**

Say something nice about yourself while looking in the mirror, and strike a power pose (example: stand up tall, point to yourself, arms high above your head, etc.)!

*Journal Prompts – visual*

- How might my day look if I approached all my challenges with a growth mindset?
- What emotions might I feel if I had a growth mindset more of the time? + It can be difficult sometimes to maintain a growth mindset.
- What can I do to remind myself that I can overcome challenges?

## Lesson 5 – Focus

### Seated Practice

#### Magnet Breathing

Today's practice will help us to focus our minds on one task at a time.

Can you think of a time when you needed to focus and it was difficult? (take a few answers).

Sometimes if we can bring our eyes to one still point, our mind will also go to one still point, even if there are other things going on. You have such a smart mind, and you have the power to decide how you want to use it. We will begin with magnet breathing. In magnet breathing, I want you to look at one still point that is not moving, keep your eyes glued there. Notice how you can still see your hands out of your side eyes even while you are so focused on that one spot in front of you.

Magnet breathing with eyes looking at one focal point. Repeat 5x

### Movement

Sun Salutation to *"Make My Own Sunshine"* by Alyssa Bonagura, *"I Lived"* by One Republic, *"Keep Your Head Up"* by Andy Grammar, *"Broken & Beautiful"* by Kelly Clarkson or *"Here Comes the Sun"* by The Beatles

### Heart of Lesson

Balance Poses with the Power of YET

Teach balance poses eyes on one point/ eyes looking up/eyes closed. • Tree Pose

- Hand to Knee
- Crow Pose
- One Legged Balance Pose

**JOURNAL:** Allow students to open their journals and reflect on thoughts they had while in challenging yoga poses. Facilitate a conversation around their thoughts they had while in challenging yoga poses. What were you thinking and feeling when you accomplished one of the poses? What were you thinking when you fell out of one of the poses? Did you remember the power of YET?

### Yoga Nap

Focus Meditation

### Close of Practice

I am Focused (with hand over heart)

### Mindfulness Mission

Five things you can do to help focus before a task:

- Balance Poses
- Walk a lap without the use of electronics or talking to anyone
- Magnet Breathing
- Write your favorite affirmation five times
- Take a yoga nap
- Sit in silence for two minutes

*Journal Prompts – visual*

- What is one goal I have that might seem scary and difficult? What kind of affirmations can I tell myself that make this goal a little less scary?
- Which focusing tool is my favorite? And why? + What are my own focusing tools that I use?



## Lesson 6 – Gratitude

### Seated Practice

Mudra – Plug Into the Earth, Lotus, All Things Beautiful

### Movement

Sun Salutation to “*Make My Own Sunshine*” by Alyssa Bonagura, “*I Lived*” by One Republic, “*Keep Your Head Up*” by Andy Grammar, “*Broken & Beautiful*” by Kelly Clarkson or “*Here Comes the Sun*” by The Beatles

### Heart of Lesson

The Power of Gratitude

Start by sharing information about the power of gratitude. The benefits include having more positive feelings and emotions, better sleep, expressing more kindness and empathy, and even having a stronger immune system (physical health benefits).

**JOURNAL:** Write 10 things you are grateful for.

Gratitude Rampage

- **Round One:** 1 minute timer going back and forth with partner
- **Round Two:** 1 minute timer going back and forth no repeats
- **Round Three:** 30 second timer things you are grateful for that are bigger than this room
- **Round Four:** 30 second timer things you are grateful for that are smaller than the palm of your hand

### Yoga Nap

Metta Mindfulness Practice

### Close of Practice

I am Grateful (with hand over heart)

### Mindfulness Mission

Make a list of three things you are grateful for every day for the next month. Invite someone else to join you in this month’s mission!

*Journal Prompts – visual*

- Do I tell the people I care about that I’m grateful for them often? How could I tell them more often?
- How do I feel after today’s lesson? How does it feel for me to express and share what I’m thankful for?
- There are endless ways to show gratitude. What are some creative ways I could show my gratitude toward someone or something? Examples: send a text, write a letter, send a picture, do something together that you both enjoy, etc.

## Lesson 7 – Stress Management

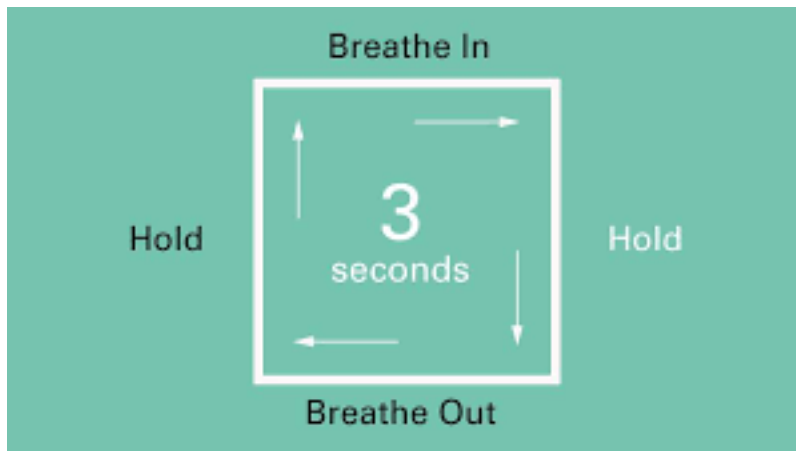
### Seated Practice

#### Counting Breath

Show students a full (disposable) water bottle, hold it out in front of yourself and ask students what will happen if we held it a few minutes (answer: nothing); a few hours (arm would hurt); a whole day (impossible - arm would be in a lot of pain from the weight) - the weight of the water bottle didn't change, just the length to which we held it did. The water bottle is just like our stress...the longer we hold onto it the heavier it becomes. It can affect our thoughts, emotions, and even physical body.

Lead into seated practice.

Today's practice focuses on stress management. We all have stress in our lives. It is absolutely normal to feel stressed, but it is also important to find healthy ways to manage this stress. One way we do this is through breath practices, my favorite stress management breath practice is through square breathing.



### Movement

Sun Salutation to *"Make My Own Sunshine"* by Alyssa Bonagura, *"I Lived"* by One Republic, *"Keep Your Head Up"* by Andy Grammar, *"Broken & Beautiful"* by Kelly Clarkson or *"Here Comes the Sun"* by The Beatles

### Heart of Lesson

Throw Away Your Stress

### Yoga Poses to Calm Down

- Forward Fold
- Child's Pose
- Butterfly Pose
- Seated Twist
- Legs Up The Wall

**Throw Away Your Stress** - write down something that is stressful for you right now on a piece of scrap paper, be sure there is nothing on the front or the back. Rip this page out of your journal and crumple it into a little ball... throw it across the room (\*designated area). Pick up a different piece of paper and read it. Write encouragement in response to the stressor, re-crumple the paper, and throw it again. Pick up a new piece of paper and share (either in pairs or large group).

**Response Activity:**

- What did you learn about your classmates?
- How did it feel to throw your “stress” across the room?
- How did it feel to write a classmate encouragement?

**Yoga Nap**

Peaceful Stream Meditation

**Close of Practice**

I am Calm (with hand over heart)

**Mindfulness Mission**

Where do you physically feel stress? Show picture of stick figure/body and label. Examples: dizziness, heart beats fast, sweaty palms, dry mouth, stomach ache, etc. What is stressful for me right now? Why? What are some healthy ways I can start to manage stress?

*Journal Prompts – visual*

- How does stress affect my thoughts and feelings?
- Do I let my stress affect the people I care about around me? How?
- The next time I am feeling stressed or overwhelmed, I would like to try to use these tools to help me:

## Lesson 8 – Culmination

### Seated Practice

#### Breath Review

For this lesson, you get to choose a breath practice that feels good for you. We have learned 6 different practices for our breathing in our seated practice. Today, I am going to set a timer for 3 minutes and during this time you will get to use whichever breath practice feels the best for you. Let's review a few together (ask students to share which ones they remember)

- Review the Following: Counting Breath, Mantra breathing, Mudras, Anchor Breathing, Magnet Breathing, Square Breathing )
- Set your timer for 3 minutes, around 1 minute remind them if their mind has wandered to come back to their breath practice.

### Movement

Sun Salutation to *"Make My Own Sunshine"* by Alyssa Bonagura, *"I Lived"* by One Republic, *"Keep Your Head Up"* by Andy Grammar, *"Broken & Beautiful"* by Kelly Clarkson or *"Here Comes the Sun"* by The Beatles

### Heart of Lesson

#### Journal Reflection and Share Out

You have learned so many new poses that all have different energetic outcomes. Today, I want you to think about what you need, do you want to feel strong and powerful, do you want help focusing, or maybe you need some help relaxing. In a few moments, you get to break up into 3 groups and go to a designated area in the room to practice each of the poses for 3 breaths each. If a pose has two sides, be sure to do both of them!

- **Review Warrior Poses** - empowering (warrior 1, warrior 2, peaceful warrior)
- **Review Balance Poses** - focusing (eagle, crow, one legged balance, tree)
- **Review Calming Poses** - relaxing (forward fold, child's pose, butterfly, seated twist)
- Allow students to choose which group they will travel to for yoga poses

### JOURNAL:

- Something I learned about yoga
- Something I learned about myself
- Something that challenged me
- Something I am grateful for
- Students get in a circle and the teacher takes out one eye pillow to be passed around to each student. Students toss the eye pillow around the circle to classmates sharing one of their journal reflections from above. Each student gets a turn.

### Yoga Nap

I am Growing Meditation

### Close of Practice

I am Happy (with hand over heart)

**Mindfulness Mission**

Keep a Gratitude Journal throughout the summer.

- Challenge yourself to practice yoga twice a week
- Teach a family member or friend poses or breath practices you have learned
- Find a Yoga studio in town and try a full hour-long class

*Journal Prompts – visual*

- Have I noticed a change in my thought patterns after our yoga practices? In how my body feels?
- Is there anything about our yoga and mindfulness lessons that I don't understand, or want to know more about?